



**U.S. National Library of Medicine**

*National Network of Libraries of Medicine*

*Evaluation Office*

## **Evaluation Results**

AAHSL/NNLM/MLA Diversity, Equity, and Inclusion  
Webinar Series

2019 - 2020

### **Webinar #6: Knowing what You Don't Know: Medical Micro-aggressions**

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## 1. Evaluation Summary

The Pacific Northwest Region Medical Library hosted the sixth of nine webinars, *Knowing what You Don't Know: Medical Micro-aggressions* on March 18<sup>th</sup>, 2020. The session included content on understanding the difference between social justice and diversity, reflecting on our own and others' life stories, having difficult conversations with others, and having conversations about the unknown.

The session evaluation survey was modified from the existing NNLM training evaluation form to include session-specific learning outcome questions. An evaluation link was provided to the session attendees on March 18<sup>th</sup>, 2020. As the survey remains open for people seeking Continuing Education (CE) credit, this report included the surveys completed from March 18<sup>th</sup>, 2020 through April 7<sup>th</sup>, 2020. A total of 255 people attended the session and 68 surveys were completed with a response rate of 27% percent.

The Survey data were subsequently downloaded from REDCap<sup>i</sup> and analyzed by the NEO Evaluation Specialist using SPSS version 26.0 for univariate analysis. A paired-sample test was conducted to compare the difference in the respondents' expertise prior to and after taking the session.

## 2. Background

*Diversity, Equity, and Inclusion (DEI): Nine Conversations that Matter to Health Sciences Librarians* with Jessica Pettitt is a nine-session webinar series organized by the Association of Academic Health Sciences Libraries (AAHSL), National Network of Libraries of Medicine (NNLM), and the Medical Library Association (MLA). The primary objective of the webinar series is to provide a space for conversations among medical librarians and library staff working in library organizations that are seeking to harness the power of diversity and inclusion. This year-long webinar series offers both internal and external dialogues about similarities and differences and online active learning conversations to increase shared understanding about DEI topics. DEI is a value of the National Library of Medicine (NLM) as stated in the 2017-2027 strategic plan. Both NNLM and the library associations such as the MLA and the AAHSL have also expressed needs for an understanding of DEI.

The titles of the nine sessions for the DEI Webinar Series are:

1. Diversity & Social Justice: A Starting Place (June 19, 2019)
2. Unconscious Bias: Perceptions of Self & Others (August 21, 2019)
3. Being a Better Ally to All (October 16, 2019)
4. Working Across Difference: Making Better Connections (November 13, 2019)
5. That's Not Funny! Or is it? (January 22, 2020)
6. Knowing What You Don't Know: Medical Micro-aggressions (March 18, 2020)
7. I am Safe Zones: Sticks and Stones LGBTQIA 101 (May 13, 2020)
8. I am Safe Zone: Gender This! (July 15, 2020)
9. I am Safe Zone: Messages I Learned (August 12, 2020)

### 3. Summary of Key Findings<sup>ii</sup>

- **Primary learning outcomes:** Most of the respondents achieved the primary learning outcomes for the session. Ninety-seven percent of the respondents strongly or somewhat agreed that they feel comfortable having a conversation about the unknown (n=65, 97%). One hundred percent of respondents strongly or somewhat agreed that they now understand the difference between social justice and diversity, can reflect on others' life stories and share and reflect on my own experiences, and can listen and leave some wiggle room in difficult conversations with others.
- **Meeting expectations of respondents:** Overall, the session exceeded or met the respondents' expectations. Forty-five percent (n=30, 45%) of the respondents reported that the class exceeded their expectations and 48 percent (n=32, 48%) stated that it met most or all of their expectations. Six percent (n=4, 6%) of the respondents noted that the class met some of their expectations.
- **Comments about meeting expectations:** A total of 28 respondents (41%) provided comments on how the class did or did not meet the expectations. The most common responses were about the presenter's use of examples (n=8, 29%), an overall positive experience of the session (n=4, 14%), and the session being informative (n=4, 14%).
- **Knowledge gain from the session:** Forty (40) out of forty-three (43) respondents (n=40, 93%) reported an increase in their expertise after the session. The average rating of the expertise on a scale of 0 to 100 was 43 prior to taking the session, which increased to 58 after taking the session.
- **Experience with the session:** Nearly all of the respondents somewhat or strongly agreed that the session was engaging (n=67, 100%), the technology used in the session was appropriate and supported their learning (n=66, 98%), and the instructor was knowledgeable and well-prepared (n=67, 100%).
- **Comments about the presenter** A total of 30 respondents (44%) provided comments that were grouped by theme and the most common themes were overall positive experience (n=11, 37%), engagement (n=4, 17%) and knowledge of the instructor (n=4, 13%).
- **Most helpful part of the session:** Thirty-six (36) respondents provided comments (n=36, 53%). The respondents reported the most helpful parts of the session to be examples (n=11, 30%), resources/book recommendation (n=7, 19%), knowledge and awareness (n=5, 14%), reminders (n=3, 8%), Q & A (n=3, 8%), and adaptation to current context (n=2, 6%).
- **Areas for improvement:** A total of 15 respondents (n=15, 22%) provided comments. Three respondents suggested adding additional perspectives (n=3). Another three (3) said they had no additional thoughts or suggestions. Two respondents suggested fewer examples (n=2), adding time (n=2) or expressed general satisfaction (n=2).
- **Likelihood of recommending the session to a colleague:** Eighty-six (86) percent of the respondents (n=56, 86%) stated that they would recommend it to a colleague and 12 percent (n=8, 12%) stated

that 'maybe' they would recommend it to a colleague. One (1) respondent (n=1, 2%) reported that they would not recommend the class to a colleague.

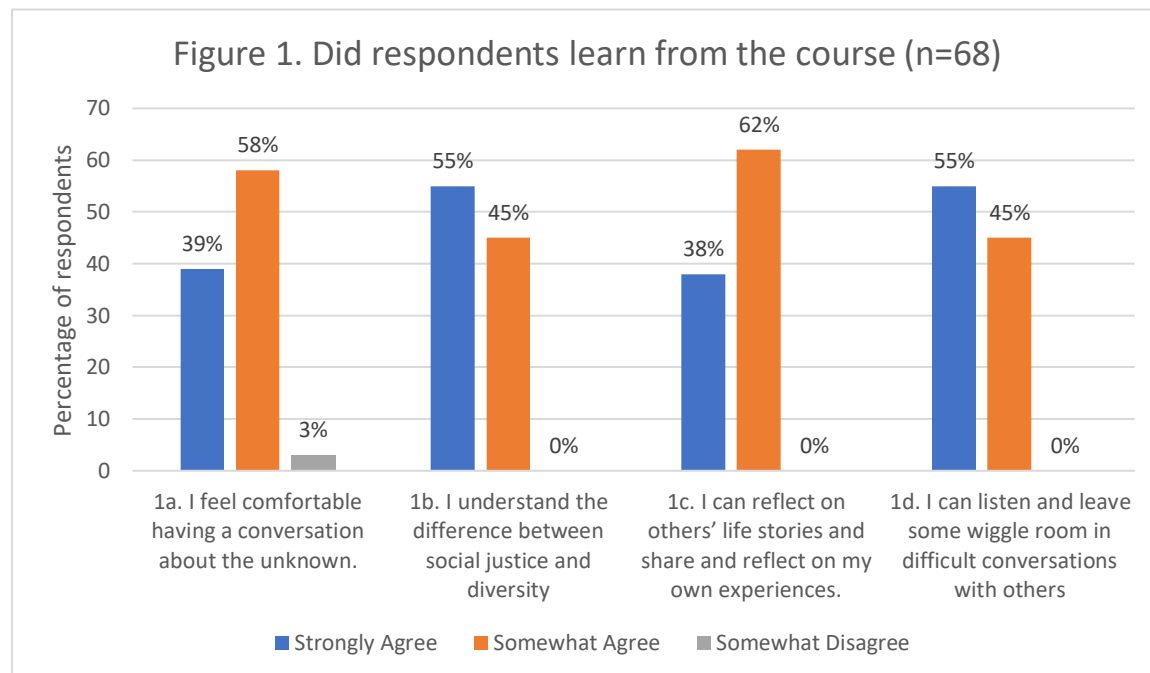
- **General comments:** A total of 14 respondents (n=14, 21%) provided comments. Nine (9) respondents reported appreciation for the class. Two (2) respondents made comments related to technology and two (2) requested additional content.
- **Medical Library Association (MLA) Continuing Education (CE) credit:** Ninety-seven percent (n=65, 97%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

## Survey Results

Q1. The first set of questions is about your experience with the content of the class. To what extent do you agree or disagree with the following statements (n=68)?

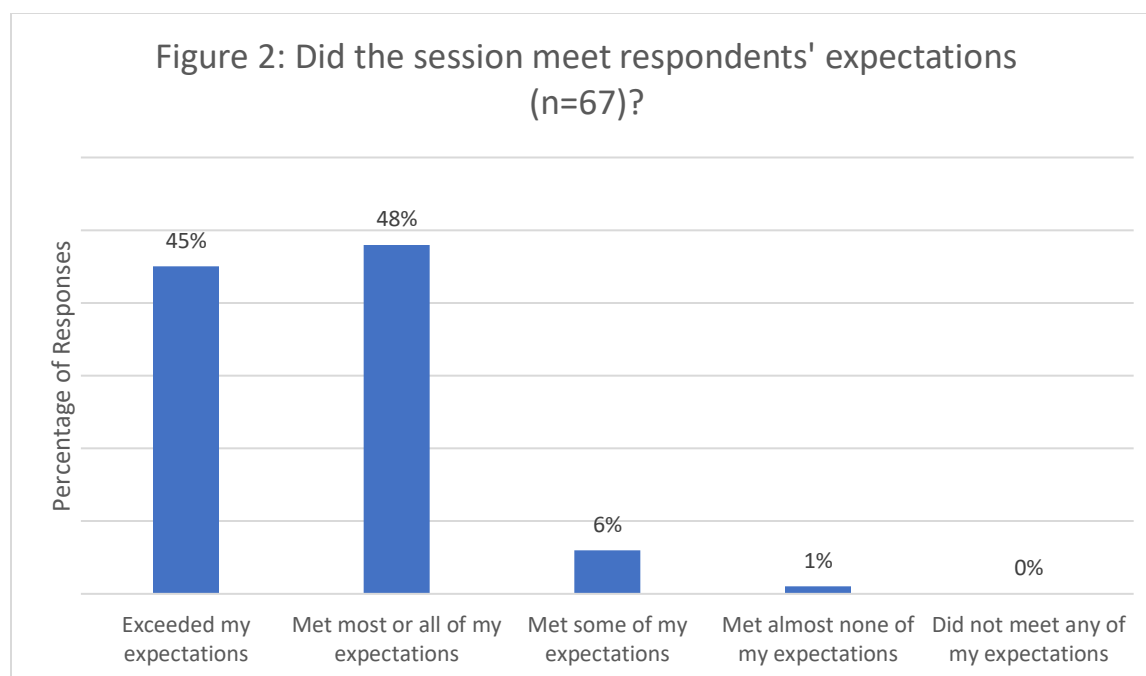
The first set of questions assessed three main learning outcomes of the class. One participant did not answer 1a, 1b and 1d. As seen in Figure 1, most respondents strongly or somewhat agreed that:

- Q. 1a. I feel comfortable having a conversation about the unknown (n=65, 97%).
- Q. 1b. I understand the difference between social justice and diversity. (n=67, 100%).
- Q. 1c. I can reflect on others' life stories and share and reflect on my own experiences. (n=67, 100%).
- Q. 1d. I can listen and leave some wiggle room in difficult conversations with others.



Q2. Did the class meet the respondents' expectations (n=67)?

Overall, the class exceeded or met the respondents' expectations (Figure 2). Forty-five percent (n=30, 45%) of the respondents reported that the class exceeded their expectations and 48 percent (n=32, 48%) stated that it met most or all of their expectations. Six percent (n=4, 6%) of the respondents noted that the class met some of their expectations.



#### Q2a. Please describe how the class did or did not meet the expectations (n=28).

A total of 28 respondents (41%) provided comments on how the class did or did not meet the expectations. The comments were related to:

- The presenter's use of examples (n=8, 29%)
- The session was informative (n=4, 14%)
- The respondent had an overall positive experience of the session (n=4, 14%)
- The session increased awareness (n=3, 11%)
- The presenter was skillful (n=2, 7%)
- The respondent had no clear expectations (n=2, 7%)
- Other (n=5, 18%)

An example of 'other' comments includes:

- *"I guess I assumed that it would be focused on library/medical librarianship"*
- *"I need to practice having these conversations.... I wonder if there is a way to do that or give more ideas on how to practice? I think intellectually I understand everything you are saying but it's hard to act in real life."*
- *"I was hoping for more strategies"*

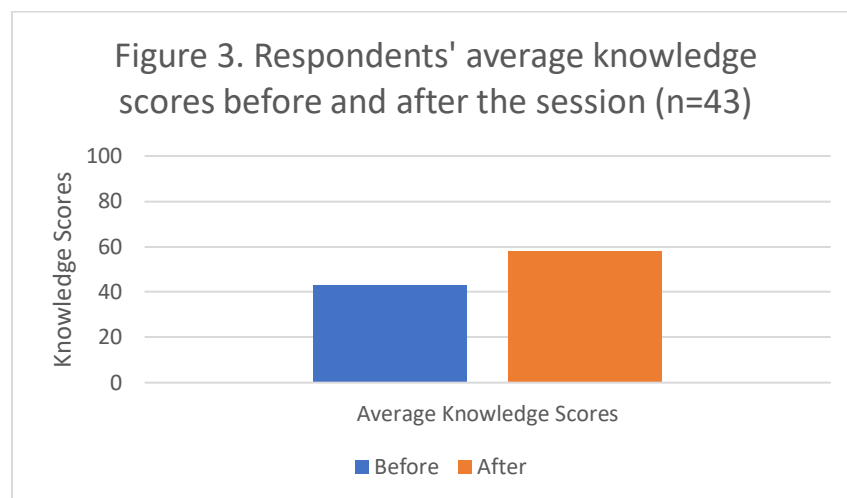
#### Q3. Please rate your expertise in this subject PRIOR to taking this class (n=43).

The respondents were asked to rate their expertise prior to taking the class on a rating scale that ranged from novice (0), competent (50), to expert (100) on a continuum. The average score for expertise prior to taking this class was 43 and the most common response was 50 (n=8, 19%).

#### Q4. Please rate your expertise in the class subject NOW (n=43).

The respondents were asked to rate their expertise after taking the class on a rating scale that ranged on the same rating scale as Q3. The average score for expertise after the class was 58. The most common score the respondents reported was 50 (n=8, 19%).

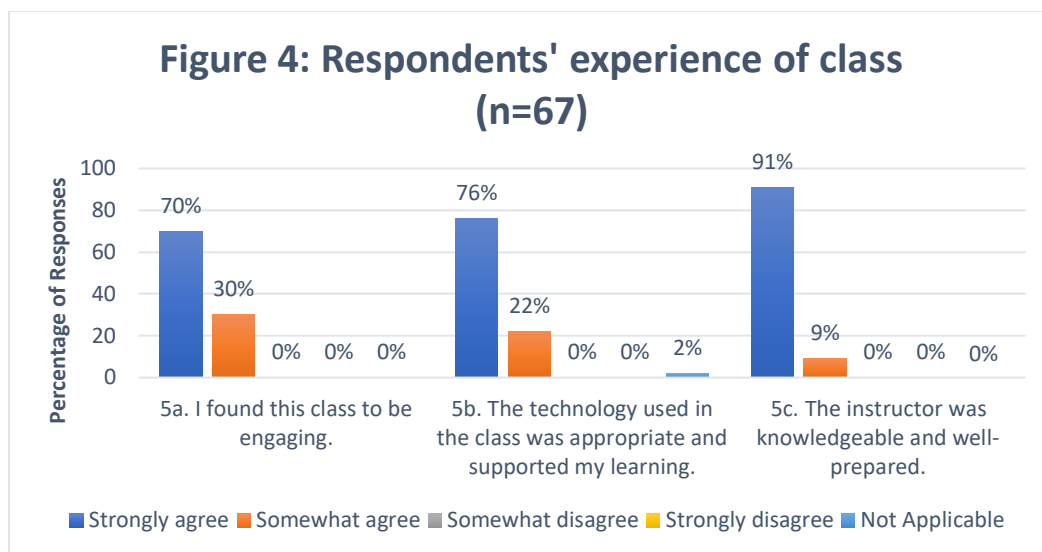
To assess the knowledge gain after the class, the individual ratings from the respondents before taking the class were subtracted from the scores after taking the class. Thirty-four (34) respondents were excluded as they did not respond to either Q3 or Q4, resulting in a final sample size of 43 available for comparison. On average, respondents rated their knowledge significantly higher after the session compared with their pre-session ratings ( $t(43) = 7.7, p < .001$ ). Of forty-three respondents, 93 percent (n=40) reported knowledge gains as a result of participation in the webinar. Three (7%) respondents reported no difference before and after the class (Figure 3).



#### Q5. To what extent do you agree or disagree with the following statements (n=67)?

The respondents were asked to rate their overall experience with the class (Figure 4). At least 98 percent of the respondents strongly or somewhat agreed that:

- Q.5a. They found this class to be engaging (n=67, 100%).
- Q.5b. The technology used in the class was appropriate and supported their learning (n=66, 98%).
- Q. 5c. The instructor was knowledgeable and well-prepared (n=67, 100%)



Q5c.i. Please comment on your assessment of the instructor in the previous question (n=30).

A total of 30 (44%) respondents provided comments that were grouped by theme:

- Overall positive experience (n=11, 37%)
- Engagement (n=5, 17%)
- Knowledge of instructor (n=4, 13%)
- Use of examples (n=3, 10%)
- Articulate/good speaker (n=3, 10%)
- Visuals (n=3, 10%),
- Other (n=3, 10%). All the comments were positive except some of the comments in the 'other' category.

Two (2) respondents had comments in more than one area. Examples of comments by each theme include:

- 1) Overall positive experience (n=11, 37%)
  - *"As a librarian and medical writer for patients, I am always looking for ways to be conscious of my own biases in order to better serve the public. And to lessen what I don't know. Great class. TY!"*
- 2) Engagement (n=5, 17%)
  - *"I feel this is the most engaging and informative of the classes I have taken."*
- 3) Knowledge and preparation of the presenter (n=4, 13%)
  - *"Jessica was very knowledgeable of the subject material and her insight was helpful to my day to day responsibilities."*



- 4) Use of examples (n=3, 10%)
  - *"I always appreciate all the examples Jessica comes prepared to share. I think it is especially helpful when she shares her own foibles and how she approached handling them. It is good social learning for myself."*
- 5) Articulate/Good Speaker (n=3, 10%)
  - *"Jessica Pettitt is so well spoken! I appreciate her leadership on creating equity in this world and the organized way she is conducting this series."*
- 6) Visuals (n=3, 10%)
  - *"I prefer more slides to keep me visually engaged, but I know this is difficult with this medium."*
- 7) Other (n=3, 10%)
  - *"The instructors have a limited view of microaggressions and use standard examples based on these limited examples."*
  - *"She is fine. Her presentation fits the standard discussion- we can discuss sex and sexual behavior and yet not skin color."*

#### Q6. What part of this class was MOST helpful (n=36)?

Thirty-six (36) respondents (n=36, 53%) provided comments. One "none" was removed from analysis. The respondents reported the most helpful part of the class to be:

- Examples (n=11, 30%)
- Resources/book recommendation (n=7, 19%)
- Knowledge and Awareness (n=5, 14%)
- Reminders (n=3, 8%)
- Q & A (n=3, 8%)
- Adaptation to current context (n=2, 6%)
- Other (n=5, 14%)

Example of 'other' comments include:

- *"I also appreciated her discussion about layered identity--Jess also skillfully talked about intersections without scaring away those who may not be open to the idea (from a question of power structure or life experience)."*
- *"Jess's approachability is most helpful to me. And her repeated message that we are responsible for how we act and to learn what we don't know and make adjustments."*

#### Q7. How could this class be improved (n=15)?

A total of 15 respondents (n=15, 22%) provided comments after excluding four (4) N/A responses, one (1) 'unsure', and one (1) question mark. Three respondents suggested adding additional perspectives (n=3). Another three (3) said they had no additional thoughts or suggestions. Two respondents suggested fewer examples (n=2), adding time (n=2) or expressed general satisfaction (n=2).

Three respondents (3) provided other comments and examples include:

- *"incorporate active learning (somehow)"*
- *"I think this particular session might benefit from a conversation about "white fragility" - perhaps framed as dominant culture fragility - and how that impacts reactions to being called out for aggressions and approaching working through those feelings."*

#### Q8. Are you likely to recommend this class to a colleague (n=65)?

The respondents were asked to rate how likely they are to recommend this class to a colleague. Eighty-six (86) percent of the respondents (n=56, 86%) stated that they would recommend it to a colleague and about 12 percent (n=8, 12%) stated that 'maybe' they would recommend it to a colleague. One (1) respondent (n=1, 2%) reported that they would not recommend the class to a colleague.

#### Q9. Please share any other comments you have about this class (n=14).

A total of 14 respondents (n=14, 21%) provided comments after excluding two (2) N/A responses. Nine (9) respondents reported appreciation for the class. Two (2) respondents made comments related to technology. Two(2) respondents requested additional content. One (1) respondent reported the following comment that fell into the 'other' category:

- *"Jessica shared a piece of medical information (about ibuprofen) that has not been proven. We need to be careful during the current outbreak."*

#### Q10. Do you want to receive Medical Library Association Continuing Education credit for this class (n=65)?

Ninety-seven percent (n=65, 97%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

\*For a complete list of comments from the second DEI class, please refer to the supplemental document, [Appendix 1: Comments from the Sixth DEI Webinar](#). \*For a copy of the survey, please refer to Appendix 2: [Sixth DEI Webinar Survey Questionnaire](#).

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<sup>i</sup> Survey data were collected and managed using REDCap electronic data capture tools hosted at the Institute of Translational Health Sciences (ITHS) with grant support (UL1 RR025014 from NCRR/NIH). REDCap (Research Electronic Data Capture) is a secure, web-based application designed to support data capture for research studies, providing: 1) an intuitive interface for validated data entry; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for importing data from external sources.

<sup>ii</sup> Sample size varies by question. The percentage of the responses for each question is valid percent only excluding missing values and was based on the total number of respondents who answered each question.